

V. EVALUATION

| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
|---|--|--|---|--------------|--------------|--------------|--------------|
| | | | JAN. 2007 | JAN. 2008 | JAN. 2009 | JAN. 2010 | JAN. 2011 |
| 1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement. | <ul style="list-style-type: none"> Statewide achievement test scores District report cards | <ul style="list-style-type: none"> Statewide achievement test scores District report cards Technology surveys | XX | XX | XX | | |
| 1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content. | <ul style="list-style-type: none"> Technology surveys Student portfolios | <ul style="list-style-type: none"> Student portfolios Observations and interviews | XX | XX | XX | | |
| 1.3 Students will demonstrate technology competence by the end of the eighth grade. | <ul style="list-style-type: none"> School technology and improvement plans | <ul style="list-style-type: none"> Anecdotal records Documented access to on-line resources | WIP | WIP | WIP | | |
| 1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement | <ul style="list-style-type: none"> District, school, and community surveys | <ul style="list-style-type: none"> Listing of recognition programs | WIP | XX | XX | | |

*WIP – Work In Progress

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that Lexington Four educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Lexington Four continues its commitment to professional development by supplying resources, training, and support to enable the district's educators to use technology effectively.

According to the 2003 Taking a Good Look at Instructional Technology (TAGLIT) on-line survey, 86 percent of Sandhills Middle School's (SMS) teachers supported their local technology planning efforts. Eighty-one percent felt confident when using basic technology tools for research, while 50 percent felt they had mastered communication tools. An average of forty percent of teachers use multimedia tools on a frequent basis and 13.9 % of the teacher naturally use technology in the classroom.

The 2003 SMS TAGLIT survey also provided information about professional development in technology. Thirty-eight percent of teachers reported receiving 4 hours or less of technology training; 25.0 percent received 5 to 14 hours of professional development; 19.4 percent reported receiving 15 to 24 hours; and 16.7 percent stated they received 25 or more hours of training. School administrators reported that they spent 2.1 percent of their technology money on professional development. This figure will dramatically increase because the No Child Left Behind Act has mandated that the school districts spend at least 25 percent of their federal grant funds on professional development.

The Sandhills Middle School Needs Assessment survey stated 94% of teachers frequently use the Internet at home and 88% use technology in student management. The NA survey stated that 83% of teachers use the Internet with students in research; 74% use word processing with students; 47 % use technology for problem-solving with students; and 37% of teachers use email with students.

The Needs Assessment also stated that 51% of the SMS teachers use the Internet to gather or create lesson plans but 36 % of teachers would like to either expand their knowledge in this area or know more. The percentage of teachers using best practices in search strategies was 20% with 61% of teachers wanting to learn the basics or expand their basic knowledge.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Lexington Four has professional development offered during school hours via the use of a technology coach through job embedded training and also on days when school is not in session. Other opportunities exist through the regional technology specialists and district office staff development coordinator.

South Carolina K-12 School Technology Progress Report for FY 2001 (SDE 2001) demonstrated that South Carolina's collaborative School Technology Initiative has helped the state to be recognized as a national leader in technology. South Carolina has set technology use expectation guidelines in the teacher technology proficiency proviso, which is designed to ensure that proper technology integration is taking place in classrooms. Lexington Four is responsible for developing a teacher professional development plan to address the requirements of the technology proficiency proviso. (Refer to Appendix 2 of this document.) Current teacher proficiency district data show that 60 of the districts 228 teachers are deemed technologically proficient. However, Lexington Four expects to see that number dramatically increase in 2005 as the first wave of technological proficiency documentation is due. Lexington Four is required to report that each teacher has been verified as technologically proficient every five years.

Additionally, Lexington Four has provided technology professional development activities such as graduate technology courses. The districts' training activities and expenditures are documented using the Office of Technology's on-line professional development tracking system, which enables the Lexington Four to share best practices and innovations in technology professional development.

In 2001, the district received funding from SDE via the School Technology Initiative to provide technical training to district staff. The District continues to participate in training such as Novell and Cisco Certification courses, SASIxp courses, Internet development courses, and Microsoft technical training courses.

Institutions of higher education in South Carolina have been invaluable in helping to provide technology professional development opportunities for the district's technology coach. Lexington Four makes use of the PBS Teacherline online course offerings, SCOPD course schedule via the SDE, as well as SEIR-TEC course offerings. The district also utilizes the South Carolina Educational Television (SCETV)'s statewide Teacher Training Institute to train teachers in the use of technology in mathematics and science courses; StreamlineSC which is an on demand streaming video web-based program that was established via a partnership with United Streaming and SCETV and is of no charge to South Carolina teachers; Marco Polo resources and DISCUS.

Lexington Four utilizes the opportunities provided by conferences. District technology leaders attend EdTech, which is the largest educational technology conference in the state hosted by the Office of Technology. In 2003, Sandhills Middle School was awarded the SCAET's TIP award

SNAPSHOT OF CURRENT TECHNOLOGY USE

and in 2004 was awarded an honorable mention for its innovative uses of technology. To help teachers prepare their students for taking the PACT (Palmetto Achievement Challenge Tests), the district implemented the use of the Mentor software program introduced statewide through the Regional Technology Centers through Office of Curriculum and Standards.

The use of technology in Lexington Four classrooms is encouraging. The 2003 TAGLIT survey and the 2004 District Needs Assessment survey indicate that the district teachers are beginning to integrate technology into instructional activities across the curriculum. In this new era of accountability, more funds will be devoted to professional development with emphasis on showing the impact that training activities for educators have had on student achievement. Professional development is a continuous, long-term commitment for the district so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.

| OBJECTIVES | STRATEGIES |
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| 2.1 Lexington Four will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement. | <ul style="list-style-type: none">A. Utilize E-Portfolio to allow teachers to demonstrate ongoing proficiency in integrating instructional technology standards.B. Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiencyC. Utilize E-Portfolio to allow district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A). |

I. OBJECTIVES AND STRATEGIES

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| OBJECTIVES | STRATEGIES |
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| <p>2.2 Lexington Four will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p> | <p>A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school</p> <p>B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas</p> |
| <p>2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p> | <p>A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from the technology leadership</p> <p>B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs</p> <p>D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the</p> |

I. OBJECTIVES AND STRATEGIES

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| OBJECTIVES | STRATEGIES |
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| | <p>promotion of higher-order thinking skills for all students, including those with special needs</p> |
| <p>2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p> | <ul style="list-style-type: none"> A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff B. Provide a list of professional development opportunities on the SCTL (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators via district Intranet, newsletters, and district listserv. C. Provide professional development opportunities focused on aligning state technology standards with state content standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K-12 curriculum E. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers in their particular geographic areas |

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| 2.5 Lexington Four will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement. | <p>A. Incorporate instructional technology assessment into current teacher and administrator evaluation processes</p> <p>B. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms</p> |

II. ACTION LIST

- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- The existing regional alliance structure that brings together service providers from the various groups should be strengthened. Each alliance should work to develop at least one technology initiative during each year that involves all members.
- Lexington Four should utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.
- A school technology coach should be hired or appointed in every school.
- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in every school district.
- Lexington Four will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- Lexington Four will work with the SDE's Office of Technology and with the Office of Curriculum and Standards to develop recommendations for teacher professional development

II. ACTION LIST

plans, integrating technology and content standards into professional development opportunities.

- Lexington Four School administrators will submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- Lexington Four should the use of the SCTL Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.
- Lexington Four will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- Lexington Four should provide training in accessibility issues involving applicable state and federal legislation.
- Teachers will take advantage of E-Portfolio to create portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- Lexington Four implement E-Portfolio's on-line assessment instruments to determine teachers' level of technology proficiency.
- Lexington Four will utilize E-Portfolio to track district professional activities completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

DISTRICTS

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Develop and implement GBE template/guidelines for technology integration goals
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

SCHOOLS

- Committee development of district technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

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| 2.1 Lexington Four will enable educators to achieve and demonstrate proficiency in integrating state-recommended technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement. | <ul style="list-style-type: none"> Statewide achievement test scores District report cards Teacher technology proficiency proviso forms | <ul style="list-style-type: none"> Statewide achievement test scores District report cards Professional development tracking and surveys Teacher technology proficiency proviso forms | XX | XX | XX | | |
| 2.2 Lexington Four will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators. | <ul style="list-style-type: none"> Professional development surveys Teacher and administrator portfolios School technology and improvement plans | <ul style="list-style-type: none"> Teacher and administrator portfolios Observations and interviews Anecdotal records | XX | XX | XX | | |
| 2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning. | <ul style="list-style-type: none"> SCTLC "Training" tab | <ul style="list-style-type: none"> Documented access to on-line resources SCTLC "Training" tab | XX | XX | XX | | |
| 2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum. | <ul style="list-style-type: none"> Technology assessments | <ul style="list-style-type: none"> Technology assessments | XX | XX | XX | | |

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| | | | JAN. 2007 | JAN. 2008 | JAN. 2009 | JAN. 2010 | JAN. 2011 |
| 2.5 The SDE and the school districts will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement | | | XX | XX | XX | | |

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TECHNOLOGY DIMENSION 3

Instructional Capacity

GOAL

Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past ten years, Lexington Four has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. Within the schools, technologies such as laptop carts and destination stations, are used frequently as apparatuses for learning. Grants continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, graphing calculators with probes, and laptops.

The technology coach has played a major role in placing Lexington Four at the leading edge of technology in the classroom since the 2001-02 school year. Needs Assessment survey respondents indicated that—through cooperative learning, engaging activities, and mentoring—they used technology to enhance the teaching of critical-thinking and real-world skills. Fifty-Five percent of teachers create or gather lesson plans, classroom materials and /or tests via the Internet. Teachers believe curriculum-focused technology tools to support the core subject areas is a vital part of the students' educational process.

Lexington Four implements the use of the satellite dish installed by South Carolina Educational Television (SCETV) at each of its schools. Two schools make use of the free cable in the classroom opportunities that allow them access to educational programs not included in the SCETV programming. District administrators take advantage of training opportunities via the distance education learning centers (DELCS) operating across the state that offer short distance-learning courses. Programs are developed to meet the specific needs of the schools served by each center. Lexington Four Teachers implement lessons from SCETV's Creative Services Department that provide digital content, tied to the South Carolina curriculum standards, through its Knowitall Web portal at <http://www.knowitall.org>.

Lexington Four provides its teachers yearly training on the South Carolina State Library's virtual library, DISCUS. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

The School Technology Initiative's two-way interactive video projects began in South Carolina in the summer of 1996. These projects provided South Carolina schools with the connectivity and capacity to integrate the current and rapidly developing telecommunications systems for teaching and learning. By the year 2001, forty schools including Swansea High School, several technical colleges and universities, four district offices, and one career center were using two-way video to deliver instruction to rural and less affluent areas of the state. Over five thousand

SNAPSHOT OF CURRENT TECHNOLOGY USE

students were instructed in 247 courses that were offered via distance learning.

Almost all districts in the state take advantage of E-rate discounts. These discounts are used to help pay for T1 lines and Internet access for every school in the state. Lexington Four schools use E-rate for internal connections, which include local phone service. Money saved on these services are then put back into the classroom via equipment and software purchases. E-rate discounts have allowed the district to better utilize maximized budgets to provide network upgrades, additional classroom workstations and other technology equipment.

Lexington Four teachers use the Mentor program offered by the SDE which helps teachers evaluate student work in accordance with achievement test guidelines and gives students the opportunity as well understand the grading procedure on the PACT test. Teachers use Pearson Benchmark to gauge the progress in the core content areas and to formulate a learning plan for each student. It is with this data collection program that teachers evaluate and modify the learning process for the individual students.

The teachers of Lexington Four have made great strides in their instructional technology efforts and have a solid foundation. The district will continue to provide appropriate professional development and to decrease the digital equity gap in order to reach all students regardless socio-economic status. Educators need to use technology for student data management to streamline administrative duties in order to be able to spend time more time on teaching the state's academic standards. Teachers will continue to be trained to use data to make informed decisions for continuous improvement and change.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Teachers will use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system.

OBJECTIVES

STRATEGIES

3.1 Lexington School District Four will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.

A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning

B. Facilitate the use of technologies to support

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| OBJECTIVES | STRATEGIES |
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| | and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision making, and problem-solving skills. |
| 3.2 Lexington School District Four will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning. | Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals. |
| 3.3 Lexington School District Four will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule. | Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning |
| 3.4 Lexington School District Four will provide and support a variety of multimedia equipment and software for teaching and learning. | <p>A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction.</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p> |

II. ACTION LIST

- Lexington School District Four will conduct technology-planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- Lexington School District Four will conduct technology-planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- Lexington School District Four will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Lexington School District Four will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.